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Reports from the Classical Field

Edited by J. J. SCHLICHER

It is the purpose of this department to keep the readers of the *Journal* informed of events and undertakings in the classical field, and to make them familiar with the varying conditions under which classical work is being done, and with the aims and experiences of those who are in one way or another endeavoring to increase its effectiveness. The success of the department will naturally depend to a great extent on the co-operation of the individual readers themselves. Everyone interested in the *Journal* and in what it is trying to do is therefore cordially invited to report anything of interest that may come to his notice. Inquiries and suggestions will also be useful in directing the attention of the editors to things which may otherwise escape their notice. Communications should be addressed to J. J. Schlicher, 1811 N. Eighth Street, Terre Haute, Ind., or (for New England) to Clarence W. Gleason, Volkmann School, 415 W. Newbury Street, Boston, Mass.

THE CLASSICS AND THE PUPIL

The old type of schoolmaster whose first inclination in the case of failure was to lay the blame upon the pupil's lack of application or ability appears to be well-nigh extinct. In our day the tendency has gone far, too far, in the other direction, and the teacher has partly assumed, and partly had thrust upon him, whatever responsibility exists for the youth's progress in learning. Instead of the stern, grizzled veteran with his rod, the teacher has become a mild-faced young woman, worn quite to the edge in her effort to make her abundant sympathy go all around. But there are some signs of a halt and a facing about, which is well. For the ideal teaching is neither the old nor the new, but somewhere between. The teacher has his share to do, and so has the pupil. Just what each share is, must depend upon the subject taught, including the purpose for which it is taught, and the ability, aptitudes, and peculiar characteristics of the pupil.

It is perhaps safe to say that teachers of the classics have, on the whole, given this matter less attention than teachers in some other lines. This is largely because successful methods of instruction in them have long ago reached a certain perfection through the practice of past generations. The condition is certainly very different from that of a subject in which neither the means nor the end is agreed upon as yet. This state of things is apparent from the correspondence with classical teachers, which it is the purpose of this article to reflect. While there is quite a general feeling that something could and should be done in the teaching of Latin and Greek to take into account the special aptitudes and inclinations of the student, there is, except in a few instances, very little clearness as to what is needed and how it may be accomplished.

Some of the difficulties in the teaching of Latin and Greek are, of course, quite evident. The subject-matter of instruction is in many respects more remote

from the interests which the pupil brings from his home and community life than in the other branches which he studies. The ancients are dead, and they must seem to the young pupil quite distant from us, using, as they do, such a hard and inexorable language to discuss matters so evidently different from those which the newspapers and billboards present. Altogether, the interest which is necessary to good instruction is unquestionably, on this account, somewhat harder to establish than in most other subjects. It is this fact which furnishes the justification for collateral work in Greek and Roman life, for illustrated talks, pictures, ancient coins, "classical rooms," the presentation of classical scenes and plays, and, in short, for anything that helps to furnish the pupil's mind with a tangible basis upon which he may build his own structure of antiquity. The writer also agrees fully with some of the teachers who speak in favor of composition and reading exercises for the early grades, in Latin especially, that are written by teachers of the present day, either about the things of the present day, or about the things of antiquity, but in either case reflecting and taking into account the pupil's limitations and point of view. And surely everyone short of the graduate school should agree with those who insist upon editions of the school and college authors which are actually written with reference to the purpose which they are to serve, namely, the instruction of youth. Heavy editions such as we have been getting, of comedies, for instance, which seem to be intended solely to impress the prospective reviewer, run the risk, from every other point of view, of being funnier than the comedy itself.

There is very little real danger that teachers of the classics, provided they are themselves prepared to teach them, will fall below, or even down to the level of their fellows in their attitude toward scholarship. The danger is at least equally great that they will fail to appreciate the purely human character of the pupils they have to deal with. Anything in their method, therefore, which will make the work of Greece and Rome appear as the work of real human beings, with problems much like ours, whether it be good oral reading of the text, attempts at conversation in Latin, efforts to treat the ancient works as literature, the same as English works, free discussions of the views and ideas of the authors compared with our own, or any sort of study of the language as a real means of expressing thought, will certainly bring good results.

The fear of some that this sort of work will necessarily be superficial and that it may not be serious and thorough, and presuppose careful and accurate preparation, is unfounded. Any form of instruction may go to seed, and the grammatical form of language instruction is no exception to the rule. And it will not do to speak of the necessity of drill, as some do, and of grammatical knowledge, as if they were an end in themselves. Certainly no one in his senses will deny the importance of grammar, but it is one thing to study it as such, and quite another thing to deal with the language as constructed upon certain principles, of which grammar treats. It is very easy for the pupil, and often for the teacher, to get the notion that knowing the name of a construction or looking up the references to the grammar has a peculiar sanctity about it which is more to be desired than any

sort of ability to understand or handle the construction itself. When this happens, it is not strange that some pupils fail to find anything humanly interesting in the study.

This is not to say that there are no individual differences between the pupils in their native ability or aptitude for language work, or that there are not some who, as one of the teachers puts it, "have no aptitudes and inclinations except the aptitude and inclination to loaf." Loafing is a contagious disease, which calls for prompt attention, and it may best be left to the principal or the committee on discipline. But there are numerous students, especially among the boys, who have a great desire to investigate and construct things in which they may themselves contribute a share, and for the same reason have very little taste for any kind of formal or disciplinary work which requires them simply to fall in line. They are not the dull or lazy boys, either, but those who later on often distinguish themselves in active life. They instinctively demand to know the reason why a thing is so, and where it is to lead.

It is a safe statement to make that in the majority of cases these boys receive small attention in the language classes, and they are too often simply turned down as lacking in industry and "linguistic ability." And with the prevalence of the elective system, the thing becomes worse and worse, for as they drop out or fail to elect the subject, the method of instruction which made no provision for their case in the first place tends to become confirmed, while at the same time the composition of the class tends more and more to fit the method of instruction. The practice of some teachers, as indicated in their remarks, printed below, will suggest several ways in which this problem may be met. Anything which will bring the work close to the current of the pupils' interest and activity, or will give them a chance to use their special talents, should be encouraged. There are many ways of approaching the high-school authors besides singing off the conjugations and looking up the references in the grammar.

The writer, for one, is inclined to think that the importance of these special abilities in very young pupils is considerably exaggerated. To him there has always seemed to be much more weight in the remark, which is made by some of the teachers, that a pupil will do well and will be interested whenever he feels that he is making progress and is accomplishing something, whatever that may be. The reward of all work is largely in the doing of it, and a distaste for it usually comes when we are balked in the attainment of the reasonable goal of our labor. To work hard, following directions to the best of their ability, and then find that they do not arrive at any goal worth seeking, to be given tasks that involve things beyond their comprehension, and worst of all, to be allowed to do the work of preparation poorly and with no eye to the purpose it will presently be expected to serve, these are the things which discourage most of our Latin pupils. And here it is not the pupil, but the teacher and the beginner's book which are to blame, the former through inexperience, ignorance, or a failure to adjust the different grades of the work to each other, the latter through giving the notion that the average high-school pupil can, by very easy sentences, and by practically dispensing with

translation into Latin, "prepare for Caesar" in less than the usual time. The first year's work is perhaps as important for fixing the degree of the student's interest in his work as all the rest of his course taken together. If you are in doubt whether you are on the right track in this matter, it is well to examine the beginning class, and if their interest in the English-Latin exercises is in any considerable degree less than in the others, better conclude that something is wrong about the book, or the teaching, or both.

With another point that is made, surely everyone will agree. If the teacher is himself interested in his work and in his pupils, if he has that modicum of originality and preparation which enables him to vary his work and constantly find new ways and means of his own, so that he renews himself and his work from year to year, and if, besides this, he has the habit of thinking about his work independently and comparing his methods and his results, and keeps himself open to the truth, with faith in the future, then it is a fair prediction that all other things will be added unto him.

From Teachers in High Schools and Academies

1. Latin and Greek are interesting if the teacher is interesting. My only suggestion is, everlasting variety and freshness in the teacher. I do not believe at all in trying to cater to the cloyed appetites of city-breds by neglecting the real fundamentals for which Latin and Greek have been and are useful.

2. I merely keep my aims in view and let my own interest and power of originality determine the method of presentation.

3. An effort should be made to get science students in the Latin courses, and to overcome the present tendency to draw hard-and-fast lines between scientific and classical courses.

4. By abundant oral work in prose and sight translation in class, and in an individual way, the interest of a discouraged boy or girl has been aroused. When the pupil sees that the instructor is interested in him, he, too, generally begins to be interested in his work and to acquire new zeal.

5. Pupils have a desire to use Latin conversationally, as they do French or German, and to determine the practical value of the subject.

6. In reading about the "*mos maiorum*" of Cicero, I have had boys visit and report the court proceedings that may have been going on in the federal and district courts. One pupil is now gathering material from a local lawyer who visited London and Paris courts. In Caesar, reports and impromptu discussions on political subjects such as America and the Spanish colonies, the German military preparation, the critical state of feeling between England and Germany, etc., tend to correlate newspaper reading with Latin. All this seems to touch in some way, or to develop, latent interests in the pupils.

7. No high-school pupil of ordinary ability has sufficient application, to my mind, to study without "interest devices."

8. Fondness for original, creative work. In prose work I have had classes write original imaginary letters, speeches, funeral orations, etc., and have noticed a pronounced increase of interest and better work.

9. Several of my pupils have passed Bryn Mawr entrance examinations with

high credit, who have never owned a Latin grammar, and never looked up a grammatical reference.

10. Some pupils have a scientific temperament and like to trace analogies, and search out the reasons for doing things in a certain way, and dislike exceptions to rules and irregularities, and demand accuracy in the use of words. Others have a poetic temperament and do not care for details, but may develop a good literary appreciation of an author. Still others have an executive mind, and want to see what practical good there is in the classics. Any method leaves much to be desired that does not appeal to all three classes of students.

11. Pupils would be more interested, in my opinion, if they could see the end and aim of their work.

12. Some interest can be aroused by little talks from the teacher that will make the pupils want to know more.

13. The Cicero classes have had debates, which have interested some otherwise indifferent pupils. Third-year students in our high school are, in their English work, trained to write verse, and in the fourth year in Latin are urged to prepare verse translations.

14. It is said that boys like to make things. I find they are more interested in Caesar if some of their number are urged to make models of Roman implements of war, etc.

15. The liking for dealing with visible things makes it advisable to employ drawing, map-making, and even the construction of simple models. I have had pupils show increased interest in the work and a quicker mastery of vocabulary and ideas who have actually done this.

16. I know of no way except to teach the subject as plainly as possible.

17. There are boys who detest the grammar work and cannot, or at least do not, make any real progress in the Latin language, who nevertheless are keenly interested in Caesar's campaigns, the construction of the camp, the customs of Gauls and Germans, etc. There are girls and some boys who can and do learn by heart any number of grammatical forms but who haven't the mental grasp to put together a Latin sentence of any difficulty. In my opinion both should be advised to do something else for which they have more aptitude.

18. The study of the classics makes no appeal to boys and girls unless they feel that they are succeeding in the study. That they do not feel so is due to the fact that they are forced to read works that are too hard for them, and to master the more subtle usages of the language before they understand the simplest principles.

From Teachers in Higher Institutions

1. Since Latin and Greek are "cultural subjects," studied to give a broad and sane view of life in general, the teacher should strive to satisfy at least the principal intellectual interests of his students.

2. I believe in a more relentless drill in the fundamentals of the grammar in the early part of the preparatory course, greater strictness in passing weak students, more continuous drill in writing. As far as possible, I separate purely language work from reading for the sake of the content.

3. Most students feel considerable interest in the subject-matter of what is read. Very much more attention should be given to this, and less to the mere accidents of form—either in syntax, prosody, or verbal and structural imitations.

4. I feel that some of the methods used in modern language teaching work well in the classics.

5. In no language—even English—can students be fed on an undiluted diet of masterpieces. Five feet of books may contain a liberal education, but it would more likely be read if the shelf were ten feet long and every other book on the human level. This is truer, too, in historical perspective. We especially need later Greek authors to complete the tradition to Roman and modern times—Polybius, Plutarch, Strabo, Hippocrates, Lucian, etc.

6. Too little scope is given for originality and for constructive dealing with material. I have never succeeded in organizing any courses satisfactorily from this point of view. In my Lysias course I have papers upon such topics as “A Walk in Athens with Lysias,” “Lysias’ Friends,” “A Day in the Theater with Lysias.” Briefs of the orations are a simple and effective method of concentrating attention on the subject-matter. In the study of the drama not only the giving of the plays, but selected scenes, or even reading them in costume, is effective.

7. Students as a rule come to us from the high schools with a strong prejudice against Latin, and the reason commonly given is that it is difficult. Sometimes it is said to be useless for practical life. It is often badly taught in the high school, especially the prose composition. Much harm is done by useless drill in parsing.

8. Most of the editions of classical authors are overburdened with learning.

9. Latin and Greek have lost immensely by the efforts on the part of the teachers to find some easy way for their students to learn them. They cannot be learned without work. Let us not be ashamed of it.

10. We discuss at length any moral or ethical questions involved, thus endeavoring to ascertain to what extent the persons concerned were influenced by the same principles of conduct that we recognize.

11. There are certainly interests in students that we fail to enlist. I have had some success through the plan of assigning topics for investigation; at least unrevealed interests are sometimes discovered in this way. Experiments in the German method have met with marked success, viz., the division of the day’s lesson into individual assignments, so that, for example, one is responsible for translation, another for grammar, a third for interpretation, a fourth for historical allusion, etc.; and to each of these a critic is appointed from the class.

SOME ENGLISH ACTIVITIES

The Westminster Play

The Westminster School, London, has kept up the custom of presenting a Latin play yearly almost without interruption from the time of Elizabeth. The fall term is named from this great event Play Term. One of the more familiar comedies of Plautus or Terence is usually given, with a new prologue, serious in tone, and a comic epilogue in the form of a topical dialogue, both dealing with events of the year. This year the play was the *Adelphi*, and there were the customary three performances, the last on December 22.

About half of the prologue was made up of the following verses on political socialism and the socialism of school life:

Sed est quod suadere ausim: nam nuperrime
 A rostris manans frigidus per compita
 Vel ad nos venit rumor: cives scilicet
 Metu trepidare multos ne leges novae
 Demant divitibus, pauperibus tradant, bona:
 Ita mox, ut perhibent, una sors cunctis erit
 Communis, idem census et vitae color.
 Quod an sit verum, nescio: tamen hoc scio,
 Non aliam condicionem in hoc collegio
 Annos trecentos iam extitisse et amplius.
 Nam lautiores hic nemo vicinis habet
 Domum, cubatve mollius: stipendium
 Plus iusto nulli solvitur: quin pallio
 Vestimur simili: cuique pro suo ordine
 Eadem laboris hora, somni eadem, datur:
 Una prandemus, una cenamus: neque
 Si cui sollicita mater delicatius
 Obsonium clam miserit, id servat sibi;
 In medium ponit, cumque par sit omnibus
 Fames, pari quoque iure quidquid adest edunt.
 Haec vita, simplex munditiis, in se tamen—
 Experto credite—tot voluptates habet
 Ut, eas semel qui norint, iuvenes ac senes
 Redeant quotannis cura inconsolabili
 Desiderantes gaudia antiquae domus.

The fun of the epilogue lies in burlesque. Among the *personae* this year were an Arctic explorer, an ex-president, a duke, a woman-suffragist, a chancellor, all bearing the stock names of ancient comedy. The scene was laid "somewhere more or less near the North Pole." The free and easy rendering of familiar English and the parody of familiar Latin added to the farcical effect. Examples of the former are: *Nullus par domui locus est*, *Timeo ire domum in caligine*, *Dic ista marino equitatu*.

The Joint Committee on Grammatical Terminology

This committee, constituted about a year ago to unify the teaching of grammar in English schools, has recently issued an interim report. Eight associations of teachers have given their countenance to the undertaking and are represented on the committee; among these are the Classical Association, the Modern Language Association, and the English Association. The committee includes such well-known scholars as Dr. Bradley, Professor Sonnenschein, and Professor Conway. It is noteworthy that as yet there have arisen in the deliberations of the committee no serious differences of opinion between the teachers of ancient languages on the one hand and the teachers of modern languages on the other.

The conclusions of the committee are at variance with the usage of classical teachers in this country chiefly in the following particulars. The term "apposi-

tion" is discarded, "attribute" and "predicate" being employed to denote all forms of agreement of noun and adjective. The term "indirect object" is discarded, and the construction included under "adverbial qualification." The term "compound sentence" is branded as ambiguous, since a sentence thus classified may be complex; and "double," "triple," or "multiple" are suggested for the description of a sentence, or any part of a sentence, which consists of coordinate parts. The cases are given in the order commonly followed in the classical schoolbooks used in England, nominative, vocative, accusative, genitive, dative, ablative (the first five of these names are to be used in English, French, and German as well as Greek and Latin). "Past perfect" is accepted, not "pluperfect." It is interesting to find the committee urging that gender be not recognized in English grammar, on the ground that the distinctions are unnecessary and misleading.

The suggestions of the committee are only tentative, and it will be impossible to estimate the results of its work until it has covered the whole field. The most difficult problems are yet to be solved, but that a large measure of final success is attainable is shown by what has been accomplished in Germany.

The Latin Course

Despite the great differences between the secondary schools of England and those of the United States, the reports of the Curricula Committee of the Classical Association contain much that appeals to us. The recent report considers, year by year, a four years' Latin course for secondary schools in which the leaving age is about sixteen. It is assumed that there will be not less than four lessons a week, or a total of 150 lessons each year. Some of the general observations are particularly pertinent to the discussions now going on in this country. Such are those treating of the importance of building up a student's vocabulary, of the character of examinations, and of the material for reading. It is pointed out that teachers and examiners will find Professor Lodge's *Vocabulary of High School Latin* and Professor Arnold's *Basis Latina* helpful in determining which are the most useful words. Of examinations the committee says: "A high value should be assigned to the power of reading simple Latin at sight"; "Simplifications of the text will often be desirable"; "The memorized translation of specially prepared books should be discouraged in every possible way." The course of reading is summed up as follows:

Original Latin authors being too difficult for beginners, it is necessary to lead up to them by Latin so much easier in kind that the quantity read may be greatly increased, and that there may be time for ample oral work based upon the reading. Thus the order of progress will generally be: (1) Latin specially composed for instruction in the elements, (2) simplified Latin texts, (3) texts abridged by the omission of the more difficult or less important parts, (4) unabridged texts. The committee considers, however, that even toward the end of the course it may often be desirable to abridge a text by such omissions, and thus increase the continuous interest of the reading.

There are appended to the report some extracts from a lecture by Professor Rippmann, published in *Modern Language Teaching*, December, 1908. This good authority proposes the same simplification of modern language texts.

For the earlier part of the intermediate stage . . . most texts require simplifying. This may be regarded as sacrilege by some who have the scholar's aversion to any tampering with an author's text. . . . But even if the author is dead, I feel that in cutting out an archaic expression or a difficult construction I am not laying hands on what is fundamental, and that if I could put the case to the author's shade he would absolve me completely, and rejoice with me that his writings are used in English schools.

The reading suggested by the committee is as follows: *First Year*: Some book prepared for the purpose. "If modern themes are admitted at this stage, they should not be remote from the spirit of the classical authors, and the best Latin models should be followed in the text." *Second Year*: A simplified text, about 800 lines in length; the committee suggests either an episode of the *Gallic War* (e.g., the invasion of Britain and the attack on Cicero's camp, based on Caesar, *B. G.* iv and v), or stories about the kings of Rome (based on the first book of Livy), or the story of Coriolanus (based on the second book of Livy). *Third Year*: Abridged texts, a book of prose and one of verse, at least 1,200 lines together. Specific suggestions for this year are dramatic scenes from Livy, v, vii, and viii; one of Cicero's easier speeches, such as the *Pro Lege Manilia*, or some of his easier letters; the story of the fall of Troy, from *Aeneid* ii, with omissions to reduce the book to about 600 lines; selections from Ovid's *Fasti* (e.g., the story of Proserpine) or *Metamorphoses*; selections from Caesar, *B. G.* vii or *B. C.* iii. *Fourth Year*: A standard prose work, not less than 1,000 lines, and a standard verse work, not less than 500 lines. Even in this year abridgment is recommended, and the only reading mentioned is an abridged account of the second Punic War from Livy xxi and xxii. It is recognized that it may be well to vary the reading from year to year, to prevent the teacher's work from becoming mechanical.

The Year's Work in Classical Studies, 1909

This is the fourth year of a publication of which it may be said without exaggeration that it is indispensable to the teacher who does not have access to all the periodicals and new books. It is not a mere bibliography and catalogue of discoveries; it co-ordinates books and theories, summarizes their principal features, and estimates their value. The section on literature does not appear this year, but there is a new section, on modern Greek, contributed by the director of the British School at Athens. Under prehistoric archaeology only the western Mediterranean is treated, but Professor Myres promises a summary of work in the eastern Mediterranean for next year. The section on Latin inscriptions, omitted last year, is furnished by a new contributor. Otherwise the sections and the contributors are the same as last year.

The editor, Dr. Rouse, devotes most of his space in the section on classical work in schools to the propaganda of reform, of which he is, on one side at least,

the protagonist. Even in England, where the supply of texts annotated for school use is well-nigh limitless, Dr. Rouse finds "a lack of books prepared with a single eye to the learner's proper needs." The available books contain too much for the learner, through a desire to meet the needs of the inefficient teacher. In this section the situation in the United States is touched upon, with numerous references to our journals. Dr. Rouse notes that our college-entrance examinations encourage cram. The reader of Dr. Rouse's contributions to *Year's Work* must bear in mind that his views are extremely radical, and that he does not stand as an exponent of the present, but rather as, in part, a reactionary to the past and, in part, a prophet of the future.—JOHN C. KIRTLAND, Phillips Exeter Academy.

Recent Meetings

Conference of Classical Teachers of Southern California, Los Angeles, March 12

A Letter of Greeting from Dr. H. T. Archibald, President of the Conference.

"The Religion of the Ancient Greeks," Dr. L. R. Higgins, Occidental College.

"Ferrero's *History of Rome*," Dr. W. A. Edwards, Los Angeles High School.

"Modern Methods in the Teaching of Latin," Miss Camille Levy, Santa Barbara High School.

"The Medea Myth as Handled by Euripides and Seneca," Dr. W. D. Ward, Occidental College.

"The Roman Forum in 1909," Mr. H. O. Williams, Santa Barbara High School.

Rhode Island Branch of the Classical Association of New England, Providence, January 29

"The Status of Latin Composition and a Substitute for the Short Grammar," Russell H. Nevins, Jr., St. George's School, Newport.

"Excursions on the Roman Campagna," Professor John F. Greene, Brown University.

Northwestern Iowa Teachers' Association—Latin Section, Sioux City, March 10-12

"First-Year Latin," V. Mae Gilfillan, Hawarden.

"Shall We Teach Composition in the Virgil Year?" Ella Moore, Cherokee.

"What Use Is to Be Made of the Introductory Matter in School Editions of Caesar and Cicero?" Alice C. Atkinson, Sac City.

"Is There a Place in the High-School Course for Viri Romae, Nepos, Eutropius, Sallust or Ovid?" Lena Buckey, Primghar.

"How Can We Save More Students to Cicero and Virgil?" W. E. Atkinson, Castana.

"How and When Can the Teacher Bring Out the Distinctively Literary Features of Cicero and Virgil?" Gertrude Ingalls, Spencer.

"How Can the High-School Teacher of Latin Avoid Getting into Ruts?" Irene Lockridge, Lake City.

Louisiana State Teachers' Association—Classical Department, Baton Rouge,
April 15-16

"Some Characteristics of Cicero as an Orator," W. B. Riggs, New Iberia.

"Perspective in the Teaching of Latin," Edward L. Scott, Baton Rouge.

"The Teaching of English through Latin," Annette L. Beers, Tallulah.

"Some Recent Archaeological Work," Walter Miller, New Orleans.

Michigan Schoolmasters' Club, Ann Arbor, March 31

SYMPOSIUM: "The Classics and the New Education."¹

Letters.

"The Classics in European Education," Professor Edward K. Rand, Harvard University.

"The Classics and the Elective System," Professor R. M. Wenley, University of Michigan.

"The Case of the Classics," Professor Paul Shorey, The University of Chicago.

Classical Conference, Ann Arbor, March 30, 31, April 1

"The Dattari Collection of Alexandrian Coins, Recently Presented to the University of Michigan" (illustrated), Francis W. Kelsey, University of Michigan.

"The Influence of Virgil upon the Poets of the Italian Renaissance," Miss Ida C. Snell, Charlotte High School.

"Professor J. J. Eschenburg's Lecture Notes on Classical Literature and Archaeology," Professor Warren Washburn Florer, University of Michigan.

"Three Factors in Vitalizing the Study of the Classics," Miss Clara Janet Allison, Hastings High School.

Discussion of Miss Allison's Paper, Miss Amy S. Lane, East Side High School, Saginaw.

"Some Aspects of Ethiopic Magic" (illustrated), Dr. William H. Worrell, University of Michigan.

Lecture before the Classical Conference and the Philological Association of the University of Michigan: "A Journey in Roman Africa" (illustrated), Professor Benjamin L. D'Ooge, Michigan State Normal College.

"A French Translation of the *Aeneid* and What It Has to Teach Us of the Art of Translation," Principal J. Remsen Bishop, Eastern High School, Detroit.

"Hellenic Patronymics," Professor Samuel Grant Oliphant, Olivet College.

"Essentials and Non-Essentials in the Teaching of Latin," Dr. F. O. Bates, Central High School, Detroit.

"The Appeal of Greek Literature," Dr. John G. Winter, University of Michigan.

"Literary Illustrations of the Classics: Some Practical Considerations," Professor Campbell Bonner, University of Michigan.

"A Byzantine Treasure Recently Discovered in Egypt and Now in the Collection of Mr. Charles F. Freer" (illustrated), Professor Walter Dennison, University of Michigan.

"A Few Days in the Land of the Veneti" (illustrated), Mr. Earle M. Parker, Northern State Normal School.

"Greek Theism in the Light of Modern Psychology," Orland O. Norris, Michigan State Normal College.

¹ The papers of the Symposium will be published in the School Review.

"The Patterns of the Roman Toga, as Illustrated by the Statues" (illustrated), Professor C. F. Ross, Allegheny College.

Lecture: "The Excavations in Crete" (illustrated), Professor M. L. D'Ooge, University of Michigan.

Greek and Latin Plays

The following plays are to be given soon:

Alcestis (English), Wabash College, June 14; *Oedipus Tyrannus* (Greek), Dartmouth College, May 20, 28; *Antigone* (English), Schenectady High School, June; *Oedipus Tyrannus* (English), University of California, May 14; *Antigone* (English), by Margaret Anglin and her company, University of California, July 5; *Antigone* (English), University of South Dakota, May 19; *Electra* of Euripides (Murray's translation), by the Coburn Players, Brown University, Commencement; "*Temporibus Hominis Arpinatis*," a dramatization from Cicero (Latin), Middlebury College, Vt., June 21; Mills College for Women, Oakland, Cal., will give a Roman banquet in June, with the following program: (1) A recitation from Homer, (2) five scenes from the *Phormio* with Professor Allen's music, (3) Horace's "Donec gratus eram tibi," (4) Catullus' "Dianae sumus in fide," with original music.

The following performances have been given recently:

Phormio, by the Classical Club of Newcomb College, New Orleans, February 14; scenes from the *Medea* of Seneca, by the Classical Club of the University of Nebraska, January 11, and in March, scenes from the *Trinummus*; *Antigone* in Greek, by the Greek Department of Randolph-Macon Woman's College, March 13; *Alcestis* (English), Smith College, April 14.